

GEIGER ELEMENTARY

300 Coleman Street
Ridgeway, SC 29130

GRADES PK-6 Elementary School

ENROLLMENT 276 Students

PRINCIPAL Joe E. Seibles 803-337-8288

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	61	24	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	Yes

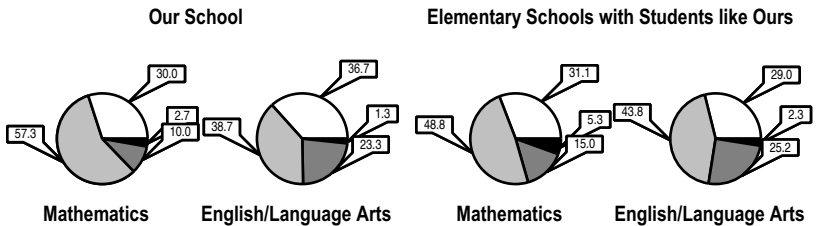
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	158	98.1	35.8	39.2	23.6	1.4	37.2	Yes	Yes
Gender									
Male	82	97.6	50.0	27.6	21.1	1.3	28.9		
Female	76	98.7	20.8	51.4	26.4	1.4	45.8		
Racial/Ethnic Group									
White	12	91.7	27.3	18.2	54.5	0.0	54.5	I/S	I/S
African-American	138	98.6	36.9	42.3	19.2	1.5	33.8	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	137	98.5	34.6	40.0	23.8	1.5	39.2		
Disabled	21	95.2	44.4	33.3	22.2	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	158	98.1	35.8	39.2	23.6	1.4	37.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	98.0	36.1	39.6	22.9	1.4	36.1		
Socio-Economic Status									
Subsidized meals	129	98.5	33.9	42.1	22.3	1.7	36.4	Yes	Yes
Full-pay meals	29	96.6	44.4	25.9	29.6	0.0	40.7		

Mathematics - State Performance Objective = 15.5%									
All Students	158	98.1	29.1	58.1	10.1	2.7	28.4	Yes	Yes
Gender									
Male	82	97.6	40.8	48.7	6.6	3.9	23.7		
Female	76	98.7	16.7	68.1	13.9	1.4	33.3		
Racial/Ethnic Group									
White	12	91.7	36.4	45.5	9.1	9.1	27.3	I/S	I/S
African-American	138	98.6	29.2	57.7	10.8	2.3	29.2	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	137	98.5	26.9	58.5	11.5	3.1	30.8		
Disabled	21	95.2	44.4	55.6	0.0	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	158	98.1	29.1	58.1	10.1	2.7	28.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	98.0	29.9	56.9	10.4	2.8	28.5		
Socio-Economic Status									
Subsidized meals	129	98.5	28.1	61.2	8.3	2.5	28.1	Yes	Yes
Full-pay meals	29	96.6	33.3	44.4	18.5	3.7	29.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	48	97.9	34.3	42.9	22.9	N/A	22.9
	Grade 4	31	96.8	37.5	50.0	12.5	N/A	12.5
	Grade 5	37	100.0	59.4	37.5	3.1	N/A	3.1
	Grade 6	44	95.5	50.0	41.2	8.8	N/A	8.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	97.3	11.1	33.3	50.0	5.6	55.6
	Grade 4	50	98.0	35.4	45.8	18.8	N/A	18.8
	Grade 5	34	100.0	36.4	51.5	12.1	N/A	12.1
	Grade 6	37	97.3	55.6	38.9	5.6	N/A	5.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	48	100.0	22.9	65.7	11.4	N/A	11.4
	Grade 4	31	100.0	37.5	50.0	12.5	N/A	12.5
	Grade 5	37	100.0	34.4	59.4	3.1	3.1	6.3
	Grade 6	44	97.7	61.8	32.4	5.9	N/A	5.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	37	97.3	25.0	66.7	5.6	2.8	8.3
	Grade 4	50	98.0	22.9	64.6	8.3	4.2	12.5
	Grade 5	34	100.0	30.3	48.5	18.2	3.0	21.2
	Grade 6	37	97.3	38.9	50.0	11.1	N/A	11.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 276)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.0%	Down from 1.2%	3.6%	2.7%
Attendance rate	99.9%	Up from 97.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		5.3%	3.5%
Eligible for gifted and talented	18.0%	Up from 15.0%	7.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 5.8%	8.8%	8.2%
Older than usual for grade	0.0%	N/A	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Up from 56.0%	47.5%	51.4%
Continuing contract teachers	80.0%	No change	82.6%	87.5%
Highly qualified teachers**	76.9%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	4.5%		0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 83.3%	84.9%	86.7%
Teacher attendance rate	91.9%	Down from 93.7%	94.8%	94.9%
Average teacher salary	\$41,814	Up 1.0%	\$39,918	\$40,760
Prof. development days/teacher	14.3 days	Up from 10.2 days	13.1 days	12.4 days

School

Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 15.8 to 1	17.5 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 89.0%	89.6%	90.0%
Dollars spent per pupil*	\$7,250	Up 10.4%	\$6,453	\$6,044
Percent of expenditures for teacher salaries*	64.3%	Down from 69.6%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mr. Joe Seibles, principal of Geiger Elementary School and Ms. Clarice Norman, the chair of our school improvement council are passionate about encouraging teachers, staff, students, and parents to pursue the goal of Geiger Elementary School, which is to become an effective performing school. Ensuring high student performance takes years of sustained commitment from all parties involved in a child's education. Our teachers, parents, students, and community have demonstrated a willingness to accept the challenge of becoming high-performing.

High-performing schools share a number of common characteristics, and we strive to incorporate these characteristics into our school culture. With the help of our school improvement council we have developed a shared vision. This vision is evident in our school renewal plan, our curriculum, and our practices. We have high standards and expectations for all students. Our teachers and staff believe that all students can learn and meet high standards. We have aligned our curriculum, instruction, and assessment with state standards. We used Standards in Practice (SIP) and curriculum mapping to align the curriculum. We provide a supportive learning environment. Our school has a safe, civil, and intellectually stimulating learning environment.

Our PACT scores suggest that our students are performing slightly better in math than ELA. They also suggest that we are making some progress in both areas. This school year we used Successmaker in our computer labs. We also used MAP testing as our benchmark test. The data from Successmaker and MAP has been and will continue to be used to improve instruction.

We would like to thank our teachers, staff, parents, community, and our students for their continued support of Geiger Elementary School. We appreciate the dedication and commitment shown by each stakeholder allowing Geiger to reach its goal.

Mr. Joe Seibles, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	34	13
Percent satisfied with learning environment	92.9%	73.5%	69.2%
Percent satisfied with social and physical environment	100.0%	73.5%	84.6%
Percent satisfied with home-school relations	57.1%	94.1%	53.8%

*Only students at the highest elementary school grade level at this school and their parents were included.